

# MATH INTERVENTIONS UPDATE

A Monthly Update for the Mathematics Achievement Fund Grant

SEPTEMBER 2015

VOLUME 4 – ISSUE 1

Mathematics  
Achievement  
Fund  
Diagnostic and  
Intervention  
Services

## INTRODUCTIONS

Hopefully everyone enjoyed some much needed relaxation over the holiday weekend. For those new MITs, I would like to take this opportunity to introduce myself. I have been working with the Department of Education for three years as the Mathematics Intervention Consultant and the state coordinator for the Mathematics Achievement Fund. In my nine years of classroom experience, I spent five years teaching primary and the last four years teaching 5<sup>th</sup> grade mathematics. In addition to teaching the core instruction to the students, I also planned and organized math intervention groups for all 5<sup>th</sup> grade students based on formative and summative assessments. I became very passionate about math standards and math instruction that meets the needs of a variety of learners.

My husband Shawn and I have been married for six years and we currently live in Shelbyville. We have two, bouncing boys – Zane Marshall (almost 4) and Zackary Murray (almost 2) that keep us super active. ☺ We are big college football fans – especially our alma maters: Marshall University and Murray State. I am obsessed with home renovations and craft projects found on Pinterest.

Each month you will receive updates containing helpful information and resources related to the MAF Grant. The update will keep you up-to-date on initiatives from the Kentucky Department of Education (KDE) and Kentucky Center for Mathematics (KCM), program requirements, important dates, effective instructional strategies, intervention lessons, legislation updates, math resources, and much more. The update will also contain the latest information and resources from Kentucky Systems of Intervention (KSI). If you have any suggestions for topics or resources to include in an upcoming edition, please feel free to contact me. Our best resource is each other.

Thank you for your dedication to students and helping them succeed in math by providing effective interventions each and every day. I look forward to working with you this year. Please know that I am here to answer any questions that you may have and assist you at any time.

Thank you – Pamela Pickens

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## Department of Education

Office of Next-Generation Learners  
Division of Learning Services  
Differentiated Learning Branch

Associate Commissioner: Dr. Amanda Ellis  
Division Director: Gretta Hylton  
Branch Manager: April Pieper  
Math Intervention Consultant: Pamela Pickens

## Yearly KDE Requirements:

### Beginning of the School Year

- ☒ Assurance Statement & Budget Summary
- ☒ Orientation Meeting
- ☒ Schedule Sent to the KDE

### By October 30<sup>th</sup>

- ☐ Infinite Campus Intervention Tab Utilized

### By January 30<sup>th</sup>

- ☐ Infinite Campus Intervention Tab Updated
- ☐ MIT Mid-Year Survey

### By March 30<sup>th</sup>

- ☐ Infinite Campus Intervention Tab Updated

### End of the School Year

- ☐ Infinite Campus Intervention Tab Records Completed
- ☐ MIT End-of-Year Survey

# INTERVENTION TAB



All students serviced by Mathematics Achievement Fund interventionists will be required to use the Intervention Tab in Infinite Campus for 2015-16. In general, the expectation is that once you have your intervention student roster, you will “open” an intervention plan for each student in Infinite Campus. The tab is under the individual student, under general, under PLP and is labeled simply, “Intervention.” You will complete the entire plan for each student, with the understanding that a few fields will not be applicable to your circumstances, and a few fields are optional. The KDE will pull data on October 30<sup>th</sup>, January 30<sup>th</sup>, March 30<sup>th</sup>, and June 30<sup>th</sup>. Please have records updated by those times.

Please make sure that you have access to Infinite Campus by contacting your principal or technology coordinator. If you have any questions, please let us know as soon as possible.

## Steps to enter students in the Intervention Tab:

- ☐ Log in to Infinite Campus.
- ☐ Go into a student’s record. Click on the PLP tab.
- ☐ Go to “general” and you will see “intervention” in the top right hand corner. When you click on “intervention” you will see “new status”.
- ☐ The status date and time will automatically be opened by IC. However, if you began interventions last week and do not enter them on the intervention tab until next week you can manually override this. The start date will be the first day of the first intervention session –NOT THE FIRST DAY OF SCHOOL. You will not be able to put the end date at this time.
- ☐ For the tier status, MAF will probably be either Tier 2 or Tier 3 depending on the school’s RTI framework. If you are providing daily one-on-one service, it will most likely be a Tier 3.
- ☐ The Intervention type is #4 for MAF and there is **no course code**.
- ☐ The intervention codes are:
  - 3310 for Math Recovery
  - 3314 for Number Worlds
  - 3360 for Do The Math
  - 3379 for AVMR
  - 3380 for Assessing Math Concepts
- ☐ The intervention material is #5 – a vendor program.
- ☐ The intervention staff is #1 – a certified teacher.
- ☐ The duration tab requires you to select an option. Chose the appropriate option for your intervention sessions.

## Questions?

Please contact April Pieper at [april.pieper@education.ky.gov](mailto:april.pieper@education.ky.gov) or at Pamela Pickens [pamela.pickens@education.ky.gov](mailto:pamela.pickens@education.ky.gov)

## Resources for the Intervention Tab -

[http://education.ky.gov/educational/int/ksi/Pages/ksilC\\_InterventionTab.aspx](http://education.ky.gov/educational/int/ksi/Pages/ksilC_InterventionTab.aspx)

## MAF Resource Pages – Bookmark for Quick Access!

The Kentucky Department of Education MAF Resource Page -

<http://education.ky.gov/curriculum/conpro/Math/Pages/MAF-Grant.aspx>

The Kentucky Center for Mathematics MAF Resource Page -

[http://www.kentuckymathematics.org/maf\\_resources\\_for\\_2015-2016.php](http://www.kentuckymathematics.org/maf_resources_for_2015-2016.php)

## A Quick Overview of the Mathematics Achievement Fund (MAF)

The Mathematics Achievement Fund (MAF) grant provides schools with funds for teacher training (otherwise not provided by the KCM) and implementation of mathematics diagnostic assessment and intervention services and program(s) that address the needs of students in the primary program who are struggling with mathematics.

The diagnostic assessment and intervention services and program(s) should promote effective instructional practices in mathematics. Selected mathematics diagnostic assessment and intervention services and program(s) should be based on data specific to the needs of the identified students that the program(s) will serve.

As specified in KRS 158.844, the mathematics diagnostic assessment and intervention services and program(s) selected must be:

- provided to a student by a certified teacher with training in mathematics diagnostic assessment and intervention services
- based on reliable, replicable research; and
- based on the ongoing assessment of individual student needs.

The mathematics diagnostic assessment and intervention services and program(s) selected by schools will determine the instructional method required for implementation (e.g., one on one, students grouped for the specific purpose of receiving appropriate intervention services).

The fiscal agent for the application for public schools must be a local school district.

### PERSONALIZE YOUR EMAIL SIGNATURE

Please add the following information to the signature section of your email:

- Name
- MAF Role
- School
- District
- Phone and Fax
- Email address

**Example:**

Jane Doe

MAF Mathematics Intervention Teacher

Black Widow Elementary

Mother Goose District

Phone: 502.123.4567 Fax: 502.765.4321

Email address: jane.doe@mothergoose.kyschools.us

# Mathematical Practice of the Month

To emphasize the Mathematical Practices, the CCSS gives them their own distinct section, but they are not to be thought of as a separate skill set to be handled in special lessons or supplements. The intent is that these *essential mathematical habits of mind and action* pervade the curriculum and pedagogy of mathematics, K–12, in age-appropriate ways.

## 1 - Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.


Resource: Common Core State Standards Initiative <http://www.corestandards.org/>

## Anchor Charts for this Mathematical Practice

Resource: Jordan School District <http://elemmath.jordandistrict.org/files/2012/05/Standard-11.pdf>

**Make sense of problems and persevere in solving them.** Mathematical Practice 1

**When given a problem, I can make a plan to solve it and check my answer.**



**BEFORE...**

Think about the problem.


THINK!

Make a plan to solve the problem.

**DURING...**

Don't give up!

Does this make sense?




**AFTER...**

CHECK my work.

Is there another way to solve the problem?

**Make sense of problems and persevere in solving them.** Mathematical Practice 1

**When given a problem, I can make a plan, carry out my plan, and check my answer.**



**BEFORE...**

Think about the problem.

Ask myself, "Which strategy will I use?"


Make a plan to solve the problem.

**DURING...**

Stick to it!

Ask myself, "Does this make sense?"

Change my plan if it isn't working out.




**AFTER...**

CHECK my work.

Ask myself, "Is there another way to solve the problem?"

**Make sense of problems and persevere in solving them.** Mathematical Practice 1

**When presented with a problem, I can make a plan, carry out my plan, and check its success.**



**BEFORE...**

**EXPLAIN** the problem to myself.

**MAKE A PLAN** to solve the problem

- What is the question?
- What do I know?
- What do I need to find out?
- What tools/strategies will I use?

**DURING...**

**PERSEVERE** (Stick to it!)

**MONITOR** my work

**ASK** myself, "Does this make sense?"

**CHANGE** my plan if it isn't working out

**AFTER...**

**CHECK**

- Is my answer correct?
- How do my representations connect to my solution?

**EVALUATE**

- What worked/didn't work?
- How was my solution similar or different from my classmates'?

Left – K-1

Right – 2-3

Bottom – 4-5

# PEARLP TIMELINE

**June 15, 2015** - Register for PLE and order materials

**July 13, 2015** - AdMIT Meeting Day Registration Day Opens

**July 15, 2015** - Submit June 15 Webinar Meeting Code to Pamela Pickens  
([pamela.pickens@education.ky.gov](mailto:pamela.pickens@education.ky.gov))

**July 31, 2015** - KCM will complete set up of Forum access. You will receive an email with your username and password. KCM will communicate MIT buddy and regional coordinator contacts.

**August 1, 2015** - Submit Assurance document with superintendent and principal signatures

**August 1, 2015** - Identify your data option from the two shown below and send a notice of your choice to the KCM via an email or letter. ([mitdata@nku.edu](mailto:mitdata@nku.edu) or send a letter to Jennifer Martinez, MEP 484, Northern Kentucky University, Highland Heights, KY 41099)

**Option 1:** Digitally submit fall and spring school wide assessment data to the KCM through Abacus. This option is only available to schools using NWEA/MAP, STAR, or Discovery Education.

**Option 2:** Administer the TerraNova assessment to your intervention students at the start and end of receipt of intervention services. The Kentucky Center for Mathematics will provide the test booklets, however, schools will be responsible for postage to return the booklets to the KCM for grading.

**August 3, 2015** - Technology Support Meeting (Abacus, Forum, Infinite Campus, WebEx), online meeting, 1 pm EDT (link to be provided here)

**August 10, 2015** - First day to sign up for Webinar Meeting Group

**August 24, 2015** - Last day to sign up for Webinar Meeting Group

**September 1, 2015** - Webinar Groups Begin Meeting (according to their established meeting schedules)

**October 5, 2015** - Online data and DOR (Dates of Record) help session – online meeting

**October 10, 2015** - KCTM Conference, Shelbyville

**October 30, 2015** - Fall data and DOR submission deadline

**March 7 & 8, 2016** - KCM Conference, Lexington

**April 18, 2016** - Online data and DOR help session – online meeting

**May 30, 2016** - Spring data and DOR submission deadline





#### New MITs

- Complete [MAF Registration Survey](#) (The registration survey takes about 5 minutes to complete.)
- Attend 10-day intensive training as proposed in MAF application
- Submit School-level Student Data two times per year
- Submit DOR (Dates of Record)
- Complete Surveys
- Read and submit Assurance with superintendent and principal signatures
- Identify intervention students on Infinite Campus
- Attend KCTM Conference (October 10, 2015, Shelbyville) or KCM Conference (March 7 & 8, 2016, Lexington)
- Attend at least 3 Collegial Team Meetings
- Attend weekly online meetings
- Attend AdMIT Day with Principal and District Coordinator
- Optional: Conduct 1 or 2 Peer Visits

#### Experienced MITs

- Complete [MAF Registration Survey](#) (The registration survey takes about 5 minutes to complete.)
- Submit School-level Student Data two times per year
- Submit DOR (Dates of Record)
- Complete Surveys
- Read and submit Assurance with superintendent and principal signatures
- Identify intervention students on Infinite Campus
- Attend KCTM Conference (October 10, 2015, Shelbyville) or KCM Conference (March 7 & 8, 2016, Lexington) (also counts toward required PD units shown below)
- Attend at least 3 Collegial Team Meetings
- Attend monthly online meetings
- Attend AdMIT Day with Principal and District Coordinator
- Complete an option for MIT Community Service:
- Lead a conference breakout session (with 0, 1, or 2 other presenters)
- Lead an open KCM Professional Learning Experience, such as KEEMC (Kentucky/Erikson Early Mathematics Collaborative) or EERTI (Enacting Effective Response to Intervention)
- Submit classroom video (e.g. Number Talk)
- Create and submit resources, after discussion with KCM staff or regional coordinator (e.g. Family Math Fun Activities; KNP Intervention Guide Task Group; Files/handouts for use in leading professional learning; etc.)
- Complete your choice of at least 3 continuing Professional Learning Units, in addition to the required activities above:
  - Attend Collegial Team Meetings (1 meeting = 1 PL Unit)
  - Conduct Peer Visit (Limit of 2 PL Units)
  - Attend an Additional Math Conference (1 Conference Day = 1 PL Unit)
  - Attend or lead an open KCM Professional Learning Experience, such as EERTI (Enacting Effective Response to Intervention – 3 PL Units); KEEMC (Kentucky/Erikson Early Mathematics Collaborative – 3 PL Units); SNAP (Student Numeracy Assessment Progressions – 2 PL Units); etc.
  - Attend the KCM Teacher Leader Institute (2 PL Units)
  - Attend KCM Post-Conference Day (March 9, 2016) (1 PL Unit)